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***ARIZONA DEPARTMENT OF EDUCATION***

# ***ESEA FOR LEAs***

***Developing a Title I Targeted Assistance Program  
Part One***

***Title I Unit  
Arizona Department of Education  
1535 West Jefferson Avenue  
Phoenix, Arizona 85007***



# ESEA For LEAs

## PURPOSE OF DOCUMENT

*The purpose of this document is to provide technical assistance and guidance to district and charter schools implementing a Title I Targeted Assistance Program. The information and tools in this workbook compliments the **ESEA for LEAs: Developing a Title I Targeted Assistance Program** training provided by the Title I Unit of the Arizona Department of Education. The PowerPoint presentation can be downloaded from the [Title I Targeted Assistance Program webpage](#) on the [Arizona Department of Education website](#). Worksheets in this document may be uploaded into the Arizona Local Educational Agency Tracker (ALEAT) as supporting evidence for compliance requirements through Cycle Monitoring.*



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## PRE-TEST

- 1) What is the Elementary and Secondary Education Act of 1965?
- 2) What is the purpose of Title I?
- 3) What is the academic focus of Title I?
- 4) What are the four kinds of services that can be provided in a Title I Targeted Assistance Program?
  - A)
  - B)
  - C)
  - D)
- 5) What is the Title I funding allocation based upon?
- 6) What is the minimum requirement for an LEA/school to receive Title I funding?
- 7) Which students qualifies for Title I services?
- 8) What is a Targeted Assistance Program? Who receives services?
- 9) What is the minimum amount of time for a school to Title I services per day/week?
- 10) What are the goal topics for the LEA Continuous Improvement Plan?
  - 1a)
  - 1b)
  - 2)
  - 3)
  - 4)
  - 5)
  - 6)
  - 7)

# ESEA For LEAs

## TITLE I PROGRAM

### What is Title I?

Title I Part A under the [Elementary and Secondary Education Act of 1965 \(ESEA\)](#) provides financial assistance to local educational agencies to ensure that “***all children***” – particularly, students who are low achieving or most academically at risk in the nation’s highest-poverty schools – “have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments”<sup>1</sup>.

Title I funding is allocated to schools with the highest percentage of students from low income families. The minimum requirement for a school to receive Title I funds is at least 10 students or 2% of its student population in poverty.

### What is a Title I Program?

The purpose of Title I is to help ***all children*** achieve the state's academic standards. This is accomplished through the implementation of academic programs that measure student progress and achievement formatively and cumulatively, support schoolwide reform efforts and provide academic interventions validated by scientifically based research and compliant with federal guidelines, and increase involvement of parents in their children's education.

A school with a low income student population of **75% or more must implement** a Title I program. A school with a low income student population of **40% or more may choose to implement** either a **Title I Schoolwide Program**, which focuses on comprehensive school reform of the education program at the site level, or a **Title I Targeted Assistance Program**.

Each Local Educational Agency receiving Title I funds must submit a Continuous Improvement Plan annually to the Arizona Department of Education detailing the SMART goals, strategies, and action steps of their Title I plan based on the seven goal topics of No Child Left Behind. Title I schools belonging to a multi-site LEA must submit a site-based Title I plan identifying the type of Title I program implemented along with its SMART goals, strategies, and action steps.

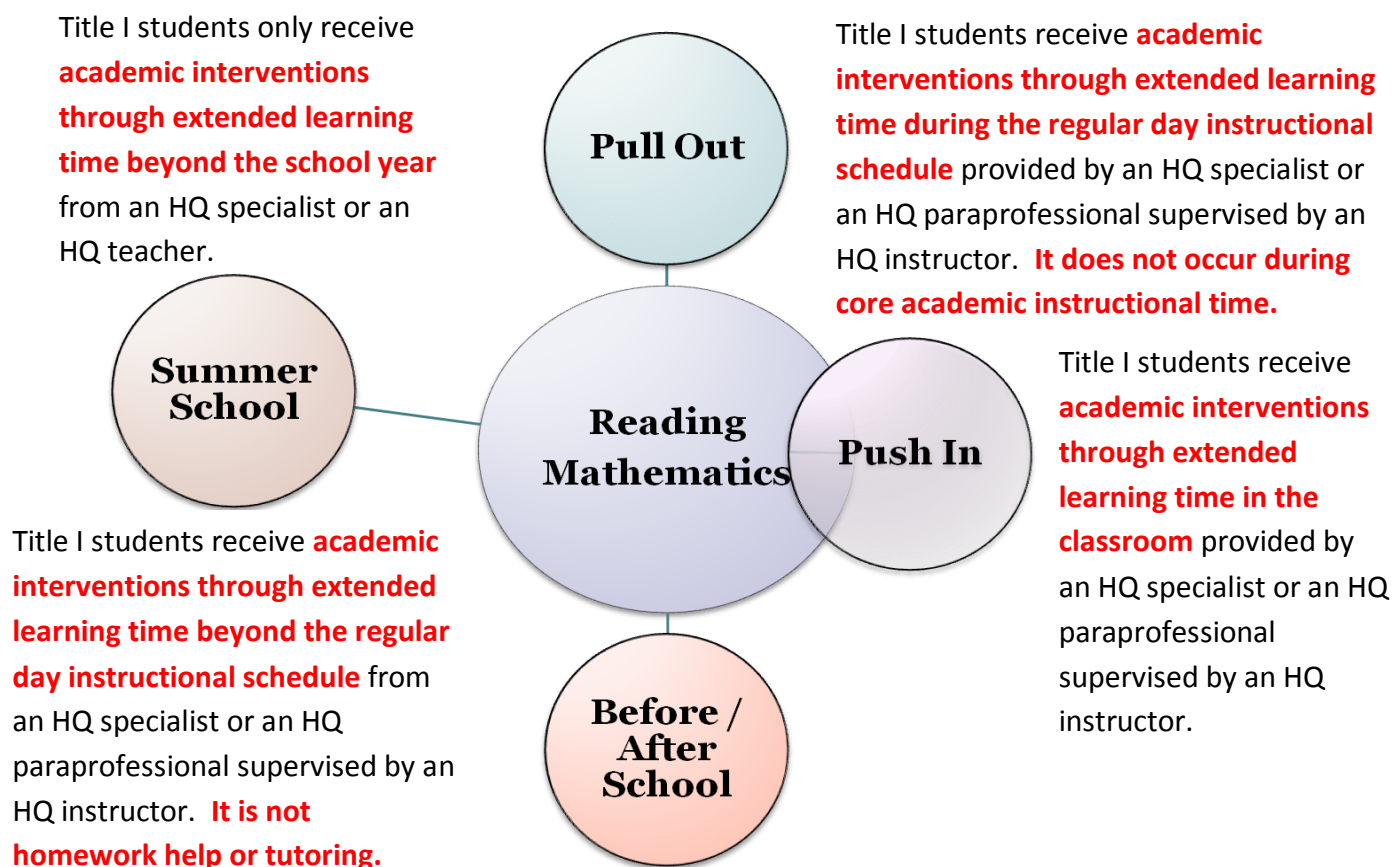
***In the state of Arizona, all schools newly receiving Title I funds first implement a Title I Targeted Assistance program regardless of the low income student population count during the year in which the school first becomes eligible for Title I funds. Once a new Title I school has successfully implemented a Title I Targeted Assistance Program, the school may explore the option of initiating the yearlong process to transition to a Title I Schoolwide Program.***

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<sup>1</sup> “Statement of Purpose”. Section 1001 (1-12). [Title I — Improving The Academic Achievement Of The Disadvantaged](#). *Elementary and Secondary Education Act (1965)*.

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## TITLE I TARGETED ASSISTANCE PROGRAM



### What is a Title I Targeted Assistance Program?

A school implementing a Title I Targeted Assistance Program ***provides academic interventions and services in reading and/or mathematics to students identified as most academically at risk*** through rank ordering based upon primary criteria, secondary criteria, and talking points.

The Title I Targeted Assistance Program must be supplemental – meaning provide services above and beyond – to the instruction provided through the school’s education program. Interventions in reading and mathematics are provided through a specific delivery of service – pull-out, push-in, before or after school, summer school – that provides extended learning time.

When defining the Title I Targeted Assistance program, identify how students receive academic interventions. For example, if the school pulls students out of a class during the course of the school day to receive academic interventions in reading three consecutive days a week for twenty minutes, the school defines their Title I Targeted Assistance reading program as a pull-out program.

The structure and operation of a school’s Title I Targeted Assistance program depends greatly upon the amount of Title I funds received.

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## **Who is eligible for Title I services?**

The amount of Title I funding a local educational agency receives is based upon the low income student population count. However, only students who are eligible to receive academic interventions in a Title I Targeted Assistance Program are those who have been identified as most academically at risk.

In order to effectively those students who need academic interventions, schools must rank order their students based upon primary criteria (the main data source used to determine eligibility), secondary criteria (quantitative data that supports the main data source), and talking points (qualitative data such as teacher recommendations and parent request).

## **Who provides Title I services?**

Title I services may be provided by the following staff members:

- A **highly qualified (HQ) teacher** who provides intervention in a Title I push-in program and/or supervises a HQ paraprofessional providing academic interventions through extended learning time provided in a pull-out, push-in, or before or after school program.  
**The teacher of record for the core academic classroom may not be designated as a Title I teacher in a Title I Targeted Assistance Program.**
- An **HQ reading or mathematics specialist** who provides intervention through extended learning time provided in a pull-out, push-in, before or after school, or summer school program.
- A **HQ paraprofessional** supervised by an HQ instructor who provides through extended learning time provided in a pull-out, push-in, before or after school, or summer school program.

**All staff providing Title I services must meet all highly qualified (HQ) requirements. Title I staff must keep time and effort logs documenting how much time they spent and what services they provided to Title I students.**

Title I staff in a Title I Targeted Assistance program are also the only staff members who may receive professional development to become highly effective in addressing the needs of Title I students.

## **Questions to Consider When Developing a Title I Targeted Assistance Program**

**Who** will receive/provide intervention?

**What** intervention will be provided?

**Why** is this the most effective intervention?

**Where** will the intervention be provided?

**When** will the intervention be provided?

**How** will the intervention measure student achievement?

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## COMPONENTS OF A TITLE I TARGETED ASSISTANCE PROGRAM

- A comprehensive needs assessment for the entire school.
- Students identified as most academically at-risk must attain proficiency or better in reading and mathematics.
- Rank order list of students eligible for academic intervention based on primary criteria (driver), secondary criteria (quantitative data), and talking points (qualitative data)
- Supplemental intervention part of the school plan
- Effective instructional strategies and methods supported by scientifically based research (SBR)
- Extends learning time
- Employ highly qualified teachers and paraprofessionals
- Professional development for Title I staff only
- Parent activities, including family literacy
- Coordinates with other federal, state, and local support programs to provide academic interventions to students identified as most academically at-risk



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## STAGES OF A TITLE I TARGETED ASSISTANCE PROGRAM

Stage	Action Required
<b>Eligibility</b>	<p>Arizona schools submit poverty count to the Arizona Department of Education through SAIS. Funding is determined based upon the low income student population count. Services are provided to students who have been identified as most academically at risk.</p> <p><b>Minimum Requirements:</b>            10 students or 2% of student population in poverty            School with a student population of 75% or more in poverty must implement a Title I program</p> <p><a href="#">Click here to download Guidelines to Determine Eligible Students.</a></p>
<b>Program Development</b>	<ul style="list-style-type: none"> <li>• Conduct Comprehensive Needs Assessment</li> <li>• Rank order students for eligibility based on primary criteria (data driving decision), secondary criteria (supporting quantitative data), and talking points (supporting qualitative data).</li> <li>• Determine delivery of services – push-in, pull out, before/after school, summer school.</li> <li>• Schedule academic interventions. Recommended minimum: 3 consecutive days per week for 20 minutes a day.</li> <li>• Establish assessment and evaluation system, including exit plan.</li> </ul>
<b>Plan</b>	<p>Develop SMART goals, strategies, and action steps of Title I TA plan and upload into the Arizona Local Educational Agency Tracker (ALEAT).</p> <ul style="list-style-type: none"> <li>• Single-site LEAs submit the Continuous Improvement Plan (CIP) as their Title I plan.</li> <li>• Title I schools in a multi-site must submit a site-based Title I plan along with the LEA CIP that addresses improvement student achievement in academic proficiency in reading and mathematics, proficiency for English Language Learner students, and attendance and graduation rates.</li> </ul>
<b>Budget</b>	<p>The LEA completes and submits ESEA Consolidated Application and Title I budget through grants management.</p>
<b>Monitoring</b>	<p>Title I schools are monitored for program compliance with federal policy. Compliance monitoring occurs as a 6 Year Cycle. LEAs and Title I schools must submit all evidence for compliance into ALEAT. New Title I school creating their Title I TA program start in Cycle 0. On-site monitoring occurs during Cycle 4.</p>
<b>Report</b>	<p>The LEA submits a consolidated completion report annually documenting student achievement, school performance, fiscal expenditures, and carryover of unspent Title I funds.</p>

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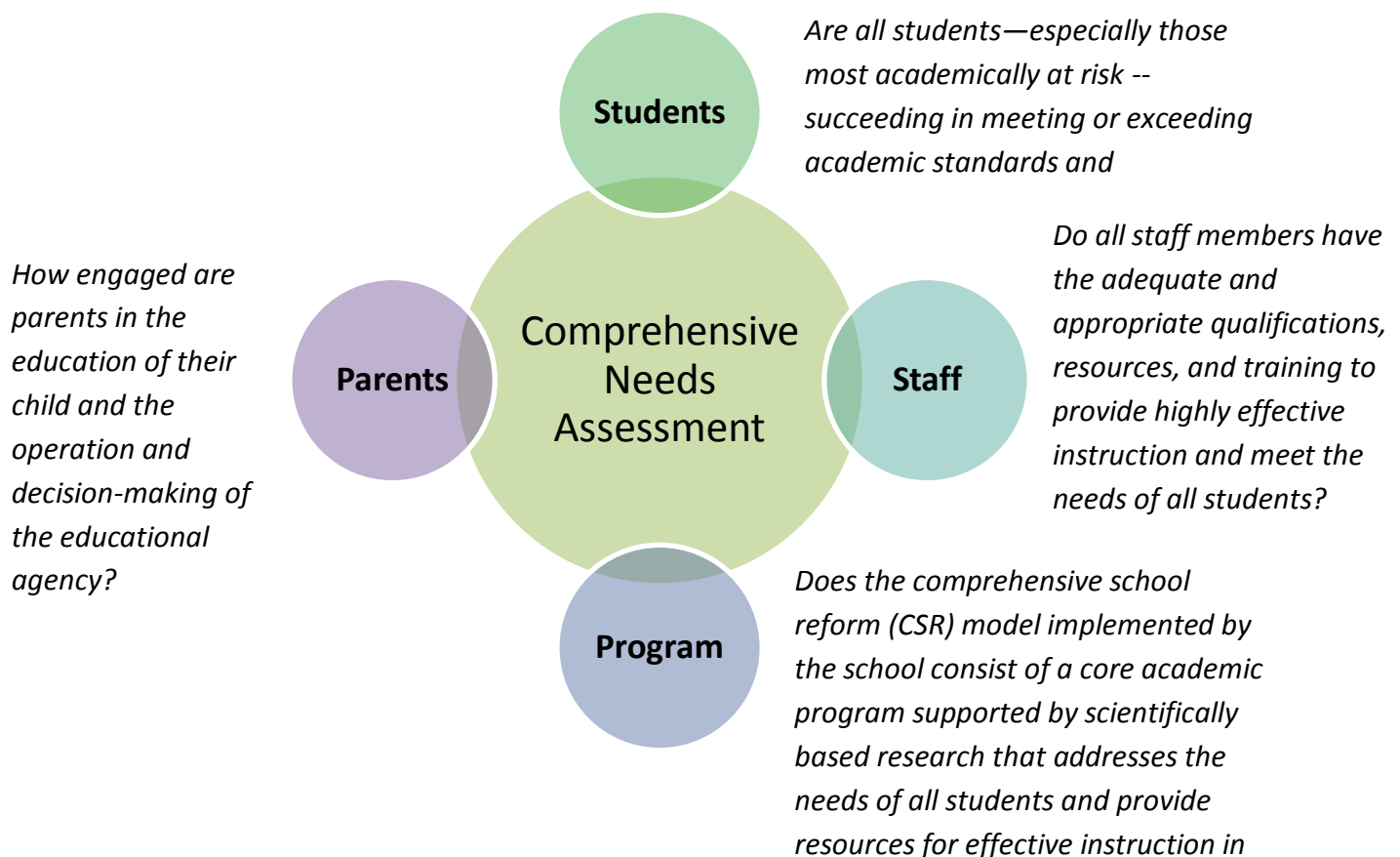
## COMPREHENSIVE NEEDS ASSESSMENT

A “**need**” is a discrepancy or gap between “what is” and “what should be.”

A **Needs Assessment** is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. They are conducted to determine the needs of people – i.e., receivers of the services provided by an organization. In education, the receivers of the services are students and their parents.

A **Comprehensive Needs Assessment** takes into account needs identified in other parts of a system. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students and parents), the providers of the academic services (school staff), and the structure and system of the organization (core academic program, assessment and evaluation, resources).

### COMPREHENSIVE NEEDS ASSESSMENT FRAMEWORK



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## COMPREHENSIVE NEEDS ASSESSMENT FORMULA

“Need” refers to the gap or discrepancy between the ideal results a school wants to attain (“what should be”) and current results of student achievement and school performance (“what is”). The “need” also helps identify the target assessment objective of the Schoolwide Program’s goals.

<b>Desired Results</b> <b>(What Should Be)</b>	<b>– Current Results</b> <b>(What Is)</b>	<b>= Need</b> <b>(Gap Analysis)</b>
<p>This is the ideal results. With a Title I program, the Desired Results are the SMART Goals of the <i>Elementary and Secondary Education Act of 1965</i>.</p> <p>For annual SMART Goals for Academic Proficiency in Reading and Mathematics, it should be based on the Annual Measurable Objective (AMO).</p>	<p>This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.</p>	<p>This identifies the “gap” between the ideal assessment objective and the current reality of the school and its students. It establishes the annual target assessment objective of the SMART Goal. The “need” should be written as a measurable goal – I.e. a measurable action with a percentage. School should identify the “gap” between the Desired Results/Annual Measurable Objective (AMO) and the Current Results for each AYP subgroup and grade level.</p>

### Example

<b>Goal Topic</b>	<b>Desired Results</b> <b>(What Should Be)</b>	<b>– Current Results</b> <b>(What Is)</b>	<b>= Need</b> <b>(Gap Analysis)</b>
<i>Academic Proficiency in Reading</i>	<i>79% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts.</i>	<p>55% of students in Grades 3-8 attain reading proficiency.</p> <p>20% of English Language Learners attain reading proficiency.</p> <p>15% of students with disabilities attain reading proficiency.</p> <p>30% of Free and Reduced Lunch Program students attain reading proficiency.</p>	<p>24% of students in grades 2-8 not attaining reading proficiency or better.</p> <p>English Language Learners = 59%</p> <p>Students w disabilities = 64%</p> <p>FRLP = 49%</p>

Click the hyperlink to go to the [Comprehensive Needs Assessment Table](#).

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## TITLE I COMPREHENSIVE NEEDS ASSESSMENT

An effective Comprehensive Needs Assessment must take into account data regarding all aspects of the LEA. Findings and conclusions should be based on both quantitative and qualitative data from multiple sources. Therefore, the Comprehensive Needs Assessment should include an evaluation of the following:

LEA Leadership Capacity	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture, Climate, and Communication	Resource Management
Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees	Academic Achievement Data Core Academic Program Instructional Strategies Course Offerings Student Needs Teacher Input Teacher Expectations Teacher Readiness and Qualifications	Student Performance Student Needs Student Expectations Formative Assessments Summative Assessments Screening Assessments Standardized Assessment Vertical Integration AIMS DIBELS Benchmarks Classroom Assessments Classroom Assignments	Student Attendance Student Behavior Parent Expectations Parental Involvement Activities Parental Responses Community and Business Partnerships Community Demographic Information Community Expectations Community Perception of LEA Effectiveness	Budget Resources Expenditures Personnel Staffing Time School Schedules Community

The data resulting from a Comprehensive Needs Assessment demonstrate the current state of the LEA and are used to determine the steps the LEA needs to take to create effective schoolwide reform. In order to accurately and realistically address the key reform issues the LEA faces, the data should be organized in a clear manner that all members of the LEA's community will understand.

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<b><u>DATA SOURCES</u></b>	
<b>Data Source</b>	<b>Utilization</b>
<b>Comprehensive Needs Assessment</b>	Identifies the areas of strength, growth, and improvement in the school. Validates prioritization of needs. Guides the setting of Schoolwide SMART Goals, strategies, and action steps. Establishes targeted objectives.
<b>Screening Assessments</b>	Measures students' basic skills and abilities as well as background knowledge. Defines the skills and abilities of the student population. Assesses and evaluates the skill level of students without any academic progress reports who enroll in a school.
<b>Standardized Assessments</b>	Provides thorough analysis of the effectiveness of education programs. Determines whether students are meeting or exceeding state academic standards. Measures student achievement for subgroups. Compares student achievement and school progress against standard benchmarks and other schools.
<b>Dynamic Assessments</b>	Allows for individualized, classroom, and grade level measurement of student achievement and progress. Provides feedback on teacher's effectiveness in the classroom.
<b>Formative Assessments</b>	Determines whether students are meeting grade level and subject-matter academic standards and benchmarks. Guides decision making regarding instructional methods and professional development.
<b>Summative Assessments</b>	Provides final determination whether the school is meeting their target objectives and determines creation and modification of future goals.
<b>Surveys</b>	Provides affective assessment of stakeholders' perceptions of the school.
<b>Budgets</b>	Determines whether the school is allocating fiscal resources appropriately and effectively to meet schoolwide goals and targeted objectives.
<b>Registration / Attendance / Sign-Up Lists</b>	Measures the participation of different stakeholders in different school-related activities.
<b>Calendars / Schedules</b>	Charts the frequency of opportunities provided by the school.

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## GUIDELINES FOR GATHERING DATA

Quantitative Data	Sources
Student achievement results Grades Performance on state assessments Enrollment count Attendance rate Disciplinary incidences Dropout rate Graduation rate Demographic statistics	Report cards Transcripts Office referrals School and district records Census Records from local, state, and federal organizations
Qualitative Data	Sources
Attitudes Beliefs Feedback Feelings Perceptions	Surveys Staff Student Parent Community Community forums Committee meetings Town hall meetings

Follow these guidelines when gathering data:

- Explain the purpose of each data collection instrument.
- Phrase all questions clearly and appropriately.
- Assure confidentiality of responses.
- Establish culture of trust and comfort that emphasizes there are no right or wrong answers or consequences for responses.
- Allow adequate response and return time.
- Have all involved in gathering the data understand and explain the data collection process.

# ESEA For LEAs

## **STANDARDS AND RUBRICS FOR IMPROVEMENT**

### **Standards and Rubrics for LEA Improvement**

In the state of Arizona, the Arizona Department of Education offers the [Standards and Rubrics for LEA Improvement 2007](#) Edition as a guide to help schools conduct a needs assessment, create the school profile, and establish the mission and vision of the school. Schools are also encouraged to use their own forms of data gathering in order to obtain the clearest picture of their school's present status.

#### **Standard 1: LEA Leadership Capacity**

#### **Standard 2: Curriculum, Instruction, and Professional Development**

#### **Standard 3: LEA Assessments**

#### **Standard 4: Culture, Climate, and Communication**

#### **Standard 5: Resource Management (2007 Edition)**

### **Standards and Rubrics for School Improvement**

The [Standards and Rubrics for School Improvement](#) (PDF) is used by schools in Arizona in order to identify the strengths and limitations of their overall program at the site level. This web resource guide is a support for those standards and rubrics, as well as a tool to address the indicators stated in the standards. The indicators are defined within the following four standards:

#### **Standard 1: School and District Leadership Capacity**

#### **Standard 2: Curriculum, Instruction, and Professional Development**

#### **Standard 3: Classroom and School Assessments**

#### **Standard 4: School Culture, Climate, and Communication**

#### **Standard 5: Resource Management (2007 Edition)<sup>2</sup>**

<sup>2</sup> Include Standard 5: Resource Management from the [Standards and Rubrics for LEA Improvement 2007](#) as part of the Comprehensive Needs Assessment for the school. Standards are included in this document.

# ESEA For LEAs

## RESOURCE MANAGEMENT

Part of the comprehensive needs assessment requires a complete analysis of not only what the school needs but also clarification of what resources are currently available but underutilized in meeting these needs.

### **SCHOOL RESOURCES**

**Fiscal**

**Personnel / Human Resources**

**Time**

**Instructional Materials**

**Technology**

**Community**

When analyzing a school's resources, consider the following questions:

<b>What resources does the school need in order to meet the school's goals?</b>	A school should be very clear in what resources they need and how these resources will support the school in meeting its goals. Resources should be prioritized based upon the prioritization of the needs determined by the outcome of the comprehensive needs assessment.
<b>What resources does the school already have that will support the goals?</b>	Schools may have resources currently available to them that will assist them in meeting their goals and target objectives. The school should conduct an inventory – physical, personnel, and fiscal – to verify if resources and systems are already in place to ensure success.
<b>Is the school utilizing all of its existing resources to their fullest potential?</b>	Many schools are not aware of the potential of the resources available to them – or even the extent of the resources available. School leaders should assess the level and potential of all available resources – known and unknown -- that are underutilized or untapped.
<b>What resources could the school invest in that will produce the best results immediately and in the long run?</b>	There are many products and programs available for schools to purchase. However, should take careful consideration in what exactly would be the most effective investment –instructional, personal, and fiscal – in helping the school meet its goals.



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## RESOURCE MANAGEMENT ASSESSMENT

1. Click on the hyperlink above to view the [Performance Indicators for Resource Management](#) located in the appendix of this workbook.
2. Evaluate each standard with the following criteria:

3	The school demonstrates exceptional performance in this area.
2	The school demonstrates functional performance in this area.
1	The school demonstrates limited performance in this area.
0	The school demonstrates little to no performance in this area.

3. Provide comments to support the evaluation.

Indicator	Level of Performance	Comments/Evidence
5.1		
5.2		
5.3 A		
5.3 B		
5.4		
5.5		
5.6 A		
5.6 B		

4. Highlight the five lowest levels of performance in **red**.
5. Highlight the five mid-levels of performance in **yellow**.
6. Highlight the five highest levels of performance in **green**.

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## RESOURCE MANAGEMENT INVENTORY

Use the guidance questions on the following page to answer the following questions.

Resource	What resources does the school have that will support the goals?	What resources does the school need in order to meet the school's goals?	Is the school utilizing all of its existing resources to their fullest potential?	What resources could the school invest in that will produce the best results?
Fiscal				
Personnel				
Time				
Instructional Materials				
Technology				
Community				

# ESEA For LEAs

## RESOURCE MANAGEMENT ANALYSIS GUIDANCE

Resource	Guiding Questions	Evidence
<b>Fiscal</b>	<p>Is the school expending fiscal resources effectively and based on data driven decision making to support the school's goals?</p> <p>Does the school consistently seek, coordinate, and monitor all state and federal grants, competitive grants, and other special revenues to support increased student achievement?</p> <p>Is the school aware of the fiscal resources available?</p> <p>Is there a clear budgeting process that is adjusted annually to meet student achievement needs?</p> <p>Is an annual evaluation conducted that determines the effectiveness of all programs, initiatives, and activities based on student performance data and the needs of the student population?</p> <p>Does the school regularly assess the effectiveness and efficiency of its assets – financial and capital?</p> <p>Is the school able to meet reasonable changes and unanticipated events?</p> <p>Do program evaluations reflect the appropriate fiscal spending?</p> <p>Are all stakeholders provided the opportunity to review and provide input on the budgeting process?</p>	<p>Site Budget</p> <p>LEA Consolidated Plan</p> <p>Purchase Orders</p> <p>Grant Applications</p> <p>Audit Reports</p> <p>Completion Reports</p> <p>Program Evaluations</p> <p>Meeting Minutes/Agendas</p>
<b>Personnel / Human Resources</b>	<p>Are all teachers highly qualified and assigned to teach in HQ subject areas?</p> <p>Are there staff members who are highly qualified in more than one area?</p> <p>Are there staff members with skills, talents, backgrounds, and/or experience that could effectively contribute to the school's goals?</p> <p>What professional development opportunities are available?</p> <p>Are there staff members who can provide professional development?</p> <p>Does the school prioritize funding for professional development?</p>	<p>Teacher Evaluations</p> <p>Principal Verification</p> <p>Documentation of Human Resources recruiting efforts</p> <p>Professional Development Needs Assessment</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Lesson Plans</p>

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Resource	Guiding Questions	Evidence
<b>Time</b>	<p>Has the school allotted enough instructional time to address effectively the state standards as well as individual student's educational needs?</p> <p>Has the school allotted time for collaboration between same subject, grade level, and cross-curricular teachers to plan, dialogue, and confer?</p> <p>Is the time allotted for professional development being utilized effectively with time to conduct monitoring and formative and summative evaluations?</p> <p>Has the school allotted time for all stakeholders to meet and confer regarding student progress, student achievement, and/or school performance?</p> <p>Has the school allotted time for parents to be involved?</p>	<p>School Schedules</p> <p>Lesson Plans</p> <p>Meeting Minutes / Agendas</p> <p>Staff Meeting Agendas</p> <p>Sign-in Sheets</p> <p>Grade Level/Subject Area Meetings</p>
<b>Instructional Materials</b>	<p>Does the school have the instructional materials that support the state academic standards while also providing rigor and relevance?</p> <p>Does the school have supplementary materials that support instruction?</p> <p>Are all instructional materials included in curriculum and textbook packages being used to their fullest potential?</p> <p>Do the instructional materials provide rigor and relevance to education?</p> <p>Do the instructional materials support and compliment the comprehensive school reform implemented at the school?</p>	<p>Capital Inventory List</p> <p>Materials Inventory List</p> <p>Textbook Adoption</p>
<b>Technology</b>	<p>Does the school have a technology plan?</p> <p>Does the technology plan address the prioritized needs of the school?</p> <p>Is the technology at the school being utilized to its fullest potential?</p> <p>Is the technology up to date?</p> <p>Is the technology available for all stakeholders?</p> <p>Is there data supporting the technology is improving academic achievement?</p>	<p>Technology Plan</p> <p>Capital Inventory List</p> <p>Material Inventory List</p> <p>Programming Source Budget</p>
<b>Community</b>	<p>Are there resources within the community that could provide support – fiscal, personnel, instructional?</p> <p>Are there groups within the community who could contribute to the school?</p> <p>Are there outreach programs implemented that could support the school?</p> <p>Are there venues or arenas the school can use to bolster communication?</p>	<p>Surveys</p> <p>Census Data</p> <p>Meetings</p>

# ESEA For LEAs

## ANALYZING THE DATA

The results of the needs assessment should provide the data necessary for the planning team to determine the current state of the school in relation to the vision clarified by the staff and the steps the school needs to take in creating an effective schoolwide reform.

In order to organize the data that accurately and realistically addresses the key reform issues the school faces in a clear manner that all members of the school community will understand.

Below is a sample chart based upon the [Standards and Rubrics for School Improvement](#). The areas under strength, growth, and improvement are based upon the results of the needs assessment.

### SCHOOL DATA ANALYSIS

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity	1.3 1.4 1.5 1.6 1.7	1.8 1.9 1.12 1.13	1.1 1.2 1.10 1.11
Curriculum, Instruction, and Professional Development	2.7 2.9 2.10 2.13 2.15	2.2 2.3 2.11 2.14	2.1 2.4 2.5 2.6 2.8 2.12
Classroom and School Assessments	3.3 3.5 3.6	3.1 3.2	3.4 3.7 3.8
School Culture, Climate, and Communication	4.1 4.5 4.9 4.11	4.4 4.7 4.8 4.10	4.2 4.3
Resource Management	5.1 5.4 5.6 B	5.3 5.5 5.6 A	5.2

Click the hyperlink to go to the [School Data Analysis](#) form.

# ESEA For LEAs

## PRIORITIZING NEEDS

Prioritize in order of importance those areas of need identified through the comprehensive needs assessment process.

Based on the results of your needs assessment, what do the results suggest for the following?

- ✓ Academic needs of the students in your school
- ✓ Instructional and content needs of your teaching staff
- ✓ Needs of parents and families in relation to student achievement
- ✓ School safety
- ✓ Students in transition
- ✓ Sub-groups

### NEEDS PRIORITY LIST

Need Category	Data Sources
<b>School and District Leadership Capacity</b> 1.3 Inclusive process 1.4 Shared leadership 1.5 Two-way communication 1.6 Professional development/growth 1.7 Accountability	Feedback School community surveys (student, staff, parent)
<b>Curriculum, Instruction, and Professional Development</b> 2.7 Instructional materials 2.9 Differentiated instruction 2.10 Research based strategies 2.13 Professional development 2.15 Content knowledge	Observations of teachers Teacher surveys
<b>Classroom and School Assessments</b> 3.3 Benchmarks 3.5 Assessments 3.6 Gaps in curriculum	AIMS scores Terra Nova Scores Unit Tests (Text related) Teacher made assessments (all content areas)
<b>School Culture, Climate, and Communication</b> 4.1 Shared philosophy 4.5 Attendance, dropout, graduation rates 4.9 Change as positive 4.10 School community as partners	Parent surveys Attendance sheets Feedback Discipline referrals School safety report Feedback and surveys
<b>Resource Management</b> 5.1 Support instructional goals 5.4 Review process for budget 5.6 A Alignment to Personnel Evaluations	Parent surveys Teacher evaluations Expense reports

Click the hyperlink to go to the [Needs Priority List](#).

# ESEA For LEAs

## STUDENT SELECTION PROCESS

### Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	Appropriate developmental measures Diagnostic tests Teacher judgment Parental input
3-12	Multiple academic measures Standardized achievement tests Diagnostic tests Previous report card grades Informal reading interventions Performance reports Previous intervention/inclusion Teacher judgment Parental input

### Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

### Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts- Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

# ESEA For LEAs

## CREATING THE CRITERIA

### **How to Determine Eligibility**

When determining eligibility, break down the criteria into three categories:

#### **Primary Criteria**

This serves as the “driver” in determining who qualifies for Title I targeted assistance services. It is the primary tool for ranking and provides the data on which the LEA bases their decision.

For example, for Grades 3-12, the primary criteria may be a standardized test such as performance on the AIMS reading test. However, if using a standardized test, use the numeric score the student received. For example, if using the AIMS Reading exam, do not rank students by their designation of falls far below (ffb), approaches (a), meets (m), or exceeds (e).

Use one measure that equalizes all students to create the list. Averaging the scores will not give an accurate measure of need. Determine the cut score that allows the student to participate and demonstrate achievement.

An LEA may even designate a specific standard of performance on an assessment such as reading comprehension or vocabulary as the determiner.

#### **Secondary Criteria / Talking Points**

These are the other criteria the LEA has identified through their needs assessment as factors influencing student achievement.

Secondary criteria are the other academic measures used to determine whether a student qualifies for targeted assistance interventions. While the primary criteria drive the decision regarding who receives academic interventions, secondary criteria are used to support the decision.

Talking points are the third form of support that determines whether a student qualifies for academic intervention through Title I. This data usually consists of qualitative data such as teacher input and parent requests or whether the student is on track for grade progression or graduation.



# ESEA For LEAs

## SCHOOL CRITERIA<sup>3</sup>

Determine how will you decide who receives Title I services for the grade levels you serve?

*Remember, the criteria for K-2 differs for grades 3-12.*

*"Students in Grades K-2 eligible for Title I Services are those who..."*

1.

2.

3.

4.

5.

*"Students in Grades 3-12 eligible for Title I Services are those who..."*

1. receive a score of falls far below or a comparable numeric score on the AIMS Reading and/or AIMS Mathematics exam.

2. less than 60% of the grade level benchmark score

3. received a D or less on the final report card

4. Teacher recommendation

<sup>3</sup> This document may be submitted as evidence in ALEAT for the following cycle monitoring items:

- **Cycle 2: C2-24 (Targeted Assistance Rank Order PK-2) and C2-25 (Targeted Assistance Rank Order 3-12).**
- **Cycle 4: C4-32 (Targeted Assistance Programs)**

# ESEA For LEAs

## CREATING THE ELIGIBILITY LIST

Depending on the focus of the school's Title I Targeted Assistance program, you can create one list or several.

If you are concentrating on improving reading, you may create a list that only shows criteria for reading. For example, the students would be ranked by one of the criteria with the other criteria used for verification.

It is helpful to include all the information used when analyzing the student's history. The students would then be ranked ordered with the most academic needy at the top of the page or chart.

### Eligibility List vs. Participation List

The eligibility and the participation lists are two different documents.

The **eligibility list** is the list generated by the school that includes all data information on all enrolled students. **This list should be kept in the school office with the school administrator or the Title I Coordinator.**

The **participation list** contains the name of the students who are receiving services. This is the list the teacher receives. It usually contains only the students in a specific grade level who are receiving services. Data and information are not included.

### Creating the Eligibility List and Participation List

1. Organize the headings of the columns in the following manner:

Last Name	First Name	Grade Level	AYP Subgroup* (if applicable)	Rank Order**	Secondary Criteria		Talking Points	

2. Identify the rank order, secondary criteria, and talking points under each column based upon their value in determining which students receive academic interventions.
3. List the information and data under the corresponding categories.
4. Sort the information starting with the rank order followed by the secondary criteria and talking points.
5. Use the cut-off score and criteria to determine which students qualify for interventions.
6. Break down the eligibility list into separate participation lists designated by class and/or grade level and distribute to the teachers.

# ESEA For LEAs

## ELIGIBILITY LIST EXAMPLE



Example - Title I TA  
Eligibility List



Title I TA Eligibility  
List

Click on the Microsoft Office Excel worksheet link above to open the files.

<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>		<div><div></div></div>
Last Name	First Name	Grade Level	AYP Subgroup (if applicable)	Primary Criteria*	Secondary Criteria		Talking Points
				AIMS Reading	Report Card	DIBELS	Teacher Rec.

Header Row for Eligibility List with Filter Buttons

### To Rank Order Students

1. In the toolbar, click on [Data](#).
2. Click on the [Filter](#) icon.
3. Filter buttons will appear in Rows 1 and 2 (see picture above). Click on the filter button for **Primary Criteria** and select from smallest to largest.
4. To add Secondary Criteria and Talking Points to the Rank Ordering:
  - 1) Click on [Data](#) in the toolbar and click on the [Sort](#) icon. Primary Criteria from smallest to largest should already be listed as part of the sort.
  - 2) Click on the Add Level button. A new window will open. Using the drop down button, click on *Secondary Criteria*.
  - 3) Under *Order*, click on the drop down button to *Z to A*.
  - 4) Repeat for Talking Points.

### To Create Title I Student Roster

1. Determine numerical cut-off score.
2. Under **Primary Criteria**, click (Select All) button to uncheck all scores.
3. Click on all scores less than or equal to the cut-off score. For example, if the cut-off score is 400, click on all scores less than or equal to 400.

### To Remove AYP Subgroups

Under AYP Subgroup, click the check box for (Select All). This will remove all AYP subgroups.

### To Create Grade Level Lists

1. Create the Title I student roster.
2. Click the Sort button for the Grade Level column.
3. Click off the (Select All) box.
4. Click on the grade level to list.
5. Print list.

# ESEA For LEAs

## PROGRAM DEVELOPMENT

A Title I Targeted Assistance program is based on the following:

- How many students are not attaining proficiency or better on state academic standards or benchmarks?
- How many students are falling far below compared to approaching state academic standards or benchmarks?
- How much Title I funding does the school receive to support the students who are most academically at risk?

In a standard tiered intervention model of a Title I program, the majority of the students should demonstrate learning and mastery of within the classroom through direct instruction, guided practice, and independent practice. The goal is the majority of students are able to meet and exceed academic proficiency in reading and math with as little intervention possible. The amount and quality of intervention depends upon the level and reasons for the student's difficulty.

A Title I school operating a Targeted Assistance program devotes its resources to the students who are most academically at risk to assist them in meeting state academic standards and grade level benchmarks in reading and mathematics. The school provides tiered interventions based upon the academic needs and performance of the students.

### **Reading and Title I**

A Title I reading program strategy should be chosen to meet student needs; the qualifications of the responsible teacher should also be determined by student needs. Title I students should always be taught by the most highly qualified teachers. **When** (before school, during, after) or **how** (push in, pull out, by computer) a strategy is implemented does not determine staff qualifications – **student needs and desired outcomes do.**

**Third grade is the key benchmark year.** [A.R.S. 15-701\(2\)\(a\)](#) and [A.R.S. 15-704\(D\)](#) are the Arizona statutes that address proficiency for reading at third grade as measured by performance on the AIMS. Third graders who do not meet or exceed standards are required by the State Board to have an “accelerated intensive instructional plan” that is designed to bring the student up to grade level. Third graders who fall far below standards may not be promoted and parents must be given a choice of remedial or intervention options so that the student may achieve at grade level.

Additionally, kindergarten, first, second, and third grade students must be assessed. Parents must be notified if any students are substantially deficient in reading and that the student will not be promoted at the end of third grade, as noted above. Parents must be given a description of the current reading program and the options for additional supplemental or remedial supports.

# ESEA For LEAs

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## Mathematics and Title I

A Title I mathematics program strategy should be chosen to meet student needs; the qualifications of the responsible teacher should also be determined by student needs. Title I students should always be taught by the most highly qualified teachers. **When** a strategy is implemented (before school, during, after) or how (push in, pull out, by computer) does not determine staff qualifications – **student needs and desired outcomes do.**

The Arizona Mathematics Standards (based on Common Core Standards) are organized so that **Kindergarten** and **grades 3 and 6** are key **benchmark points**.

## Remediation or Intervention?

Remediation and intervention are terms that are often used interchangeably to describe Title I services. In a comprehensive multi-tiered system (RTI), **the needs of the student determine the level of support required to bring the student up to performing at grade level.**

Interventions are used typically when students are experiencing difficulties early on and can begin within Tier 1. Additional supports in Tier 2 are provided by highly qualified interventionists. Tier 2 and, especially, Tier 3 Interventions in middle and high school may indeed be more appropriately labeled remediation, where reversing established learning patterns through intensive and longer-term assistance and acceleration is required to bring students up to grade level.

In schools where only one level of intervention is offered, the design of supports for students in need of additional help flows from analyzing the achievement gap. A mixture of intervention and remediation is often required.

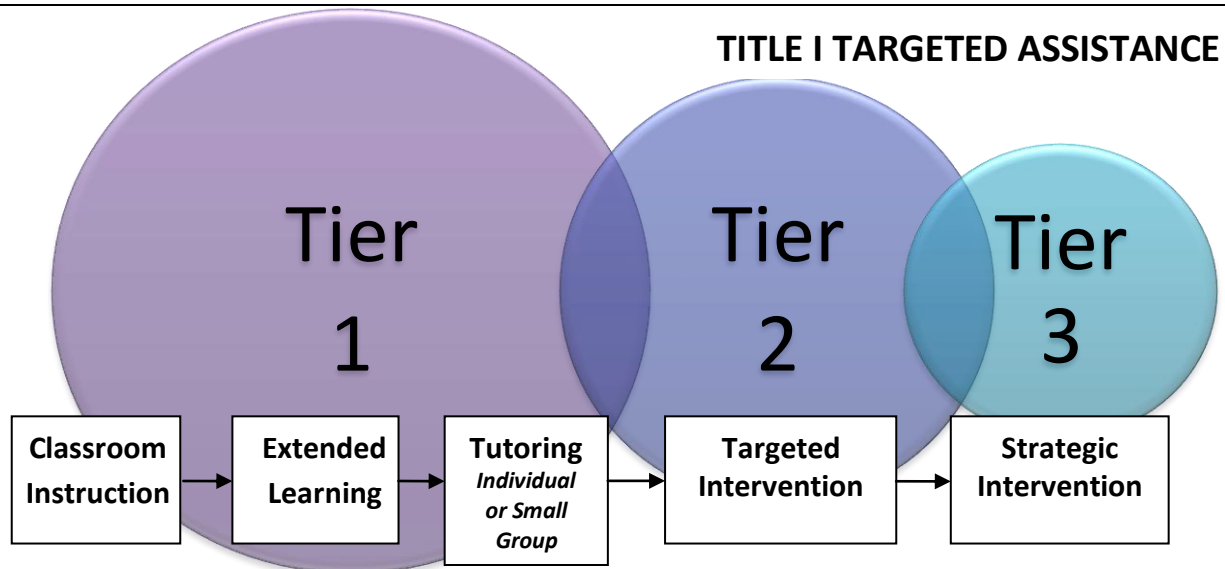
## Allocation of Resources

A Title I program – Schoolwide or Targeted Assistance – is determined by the needs of the school's students who are most academically at-risk. Therefore, in a Title I Targeted Assistance program, all resources provided through Title I should be allocated to support remediation and intervention services that address the highest area of need.

For example, if a school that rank orders their students discovers that the majority of its student population needs Tier 3 interventions in reading, then the Title I allocation should support and provide the necessary resources required to provide strategic interventions that will assist students most academically at risk to attain reading proficiency or better. If there are resources left after all needs for intervention in Tier 3 have been met, the school may use remaining resources to address interventions in Tier 2.

# ESEA For LEAs

## TIERED INTERVENTION OF A TITLE I PROGRAM<sup>4</sup>



**Tier 1:** All students receive instruction in reading and mathematics in the classroom from the HQ teacher. Students practice skills are directly related to classroom content. **Extended learning** is provided to specifically identified students who practice skills directly related to classroom content under the guidance of the HQ classroom teacher, an HQ reading or math specialist, or an HQ paraprofessional supervised by an HQ instructor. **Tutoring** consists of individual or small group instruction for specifically identified students of specific, remedial, standards-based skills and concepts under the supervision of the HQ classroom teacher who either provides the tutoring services or supervises a tutoring team that may include HQ paraprofessionals. Tutoring should not serve homework help.

**Tier 2:** Additional strategies and accommodations are provided for students who are one year below grade level or for whom strategies within Tier 1 are not working. These students receive **targeted interventions** that are separate services for **Title I students only**. Intervention is provided by a HQ reading or HQ mathematics specialist or from an HQ paraprofessional under the supervision of an HQ instructor.

**Tier 3:** Additional strategies are provided for students who are significantly below grade level or for students for whom strategies within Tier 1 and Tier 2 are not working. These students receive **strategic interventions** that are separate for **Title I students only**. Intervention is provided by a HQ reading or HQ mathematics specialist or from an HQ paraprofessional under the supervision of an HQ instructor.

<sup>4</sup> The [Tiered Intervention worksheet](#) in this workbook allows the school to determine tiered interventions by adjusting the size of the circles to determine which tier has the most students based on formative benchmarks and summative assessments. Adjust the circles for each grade level reflecting the tier that has the most students based on the academic performance of the benchmark assessment.

# ESEA For LEAs

## Example

AIMS Math 2012 – Arizona (%)

Grade	Tier 3	Tier 2	Tier 1		
	Falls Far Below	Approaches	Meets	Exceeds	Passing
3	10	22	43	24	68
4	15	20	38	27	65
5	17	20	42	21	63
6	20	21	32	27	59
7	21	18	37	24	61
8	31	15	36	19	54
<b>Average</b>	<b>19%</b>	<b>19%</b>	<b>38%</b>	<b>24%</b>	<b>62%</b>

## Tiered Intervention Based on Grade Level Performance

Grade	Tiered Intervention
3	
4	
5	
6	
7	
8	

# ESEA For LEAs

## Analysis

Grade	Analysis
3	
4	
5	
6	
7	
8	
Based on the data, describe how interventions should be provided.	



# ESEA For LEAs

## DELIVERY OF SERVICE

Academic interventions for the Title I Targeted Assistance Program may be scheduled during the school day, before or after school, or as a specific summer program.

Once the time frame is selected, scheduling students for services can then take place. It is not necessary that the classes meet every day, but to be effective, classes should be consistent and consecutive.

The recommended minimum amount of time a child should receive services would be 3 twenty minutes periods per week.

Meeting students every other day may not be as productive as meeting students 3 consecutive days a week. In a high school setting, meeting students every other week is not as efficient as working half the year with one group and then the second part of the year with another.

### **Title I Targeted Assistance Interventions – Delivery of Service**

Title I Targeted Assistance academic interventions can be provided in the following manner:

<b>Pull-Out Program</b>	Title I students receive <b>academic interventions through extended learning time during the regular day instructional schedule</b> provided by an HQ specialist or an HQ paraprofessional supervised by an HQ instructor. <b>It does not occur during core academic instructional time.</b>
<b>Push-In Program</b>	Title I students receive <b>academic interventions through extended learning time in the classroom</b> provided by an HQ specialist, or an HQ paraprofessional supervised by an HQ instructor. However, this is not a team teaching arrangement. The Title I specialist or the Title I paraprofessional provides academic support to Title I students only and reinforce the classroom teacher's instruction.
<b>Before / After School</b>	Title I students receive <b>academic interventions through extended learning time beyond the regular day instructional schedule</b> from an HQ specialist or an HQ paraprofessional supervised by an HQ instructor. <b>It is not homework help or tutoring.</b>
<b>Saturday School</b>	Title I students receive <b>academic interventions through extended learning time beyond the school calendar week</b> from an HQ specialist or an HQ paraprofessional supervised by an HQ instructor. <b>School administrators may not serve as the Title I specialist providing services.</b>
<b>Intersession</b>	<b>Title I students only</b> receive <b>academic interventions through extended learning time beyond the school calendar quarter or semester</b> from an HQ specialist or an HQ teacher. <b>School administrators may not serve as the Title I specialist providing services.</b>
<b>Summer School</b>	<b>Title I students only</b> receive <b>academic interventions through extended learning time beyond the school year</b> from an HQ specialist or an HQ teacher.

# ESEA For LEAs

## ORGANIZATION OF TITLE I TARGETED ASSISTANCE SERVICES

### **Who receives services?**

Title I students

### **Who provides services?**

HQ Teacher in Reading or Mathematics

HQ Title I Specialist in Reading or Mathematics

### **Where are services provided?**

Summer school site

### **When are services provided?**

After the regular instructional school year.

### **Who receives services?**

Title I students

### **Who provides services?**

HQ Title I Specialist in Reading or Mathematics

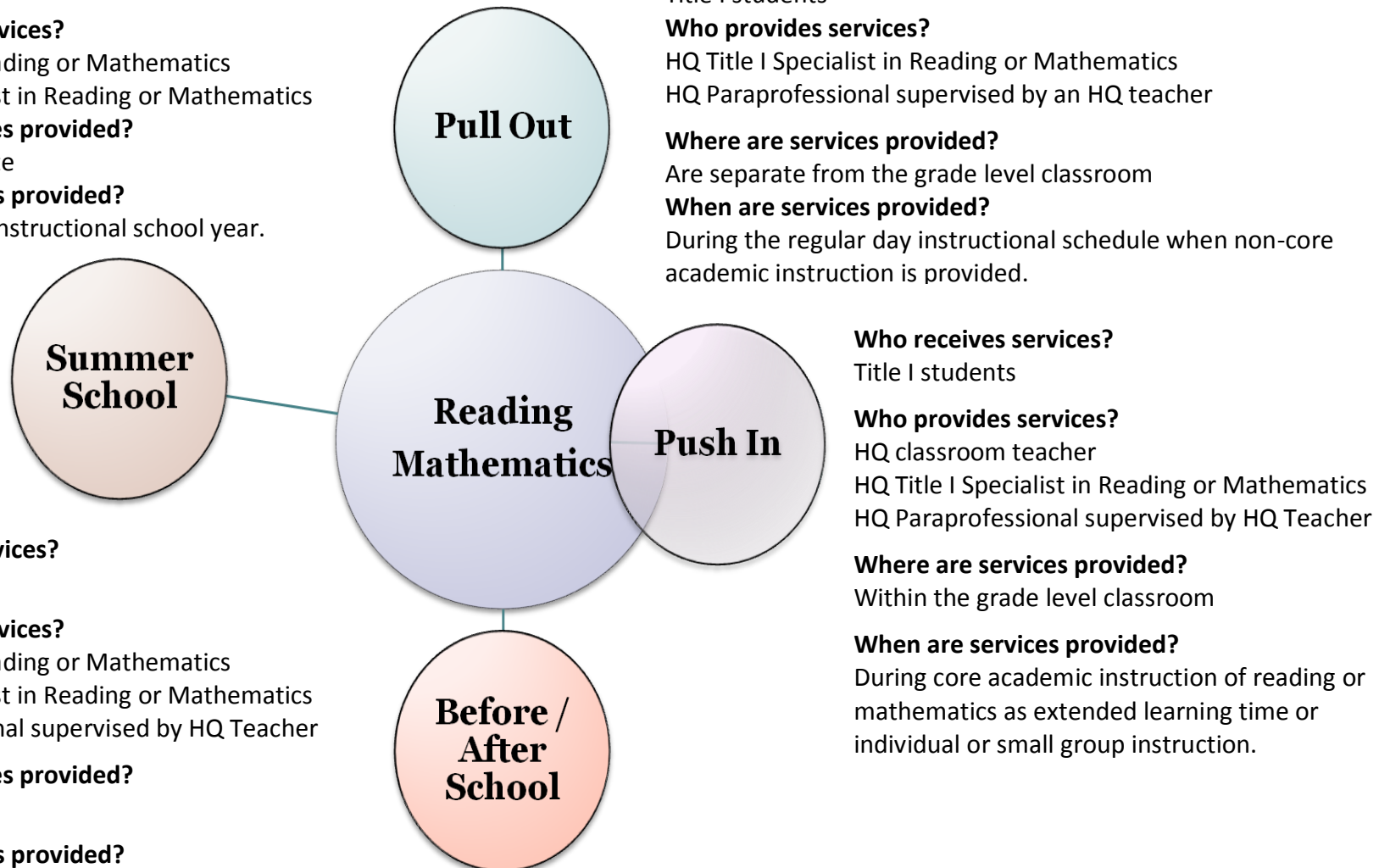
HQ Paraprofessional supervised by an HQ teacher

### **Where are services provided?**

Are separate from the grade level classroom

### **When are services provided?**

During the regular day instructional schedule when non-core academic instruction is provided.



# ESEA For LEAs

## EXAMPLE - ELEMENTARY TITLE I TARGETED ASSISTANCE SCHEDULE

PULL OUT – READING AND MATH / BEFORE AND AFTER SCHOOL – READING AND MATH

GRADE	BEFORE SCHOOL	8:30 – 9:15	9:15 – 10:00	10:00 – 10:45	Lunch 10:45 – 12:30		12:15 – 1:00	1:00 – 1:45	1:45 – 2:30	AFTER SCHOOL
K	TI Reading / TI Math	Reading	Centers	Centers	Lunch 10:45 – 11:25	Specials TI Reading / TI Math	Math	Math	Writing	TI Reading / TI Math
1	TI Reading / TI Math	Reading	Reading	Writing	Lunch 10:55 – 11:35	Social Studies Science	Specials TI Reading / TI Math	Math	Math	TI Reading / TI Math
2	TI Reading / TI Math	Specials TI Reading / TI Math	Reading	Reading	Lunch 11:05 – 11:45	Writing	Social Studies Science	Math	Math	TI Reading / TI Math
3	TI Reading / TI Math	Reading	Reading	Specials TI Reading / TI Math	Writing	Lunch 11:15 – 11:55	Math	Math	Social Studies Science	TI Reading / TI Math
4	TI Reading / TI Math	Math	Math	Reading	Reading	Lunch 11:25 – 12:05	Social Studies Science	Specials TI Reading / TI Math	Writing	TI Reading / TI Math
5	TI Reading / TI Math	Social Studies Science	Specials TI Reading / TI Math	Math	Math	Lunch 11:35 – 12:15	Reading	Reading	Writing	TI Reading / TI Math

*Minimum amount of time*

*Three 20 minute periods/wk*

*Classes do not need to meet every day.*

*Consistent and consecutive*

# ESEA For LEAs

## EXAMPLE - MIDDLE LEVEL TITLE I TARGETED ASSISTANCE SCHEDULE

### PULL OUT - READING / PUSH IN - MATHEMATICS

Team	Teacher	Block 1 8:00 – 9:10	Block 2 9:15 – 10:25	Block 3 10:30 – 11:40 11:00 – 12:10		Block 4 12:25 – 1:35	Block 5 1:40 – 2:50
A 6 <sup>th</sup>	Kent	Language Arts	Language Arts	Lunch 10:30 – 11:10	Language Arts	Specials	Language Arts
	Prince	Social Studies	Social Studies		Social Studies		Social Studies
	Wayne	Mathematics TI PI	Mathematics		Mathematics		Mathematics
	Curry	Science	Science		Science		Science
B 6 <sup>th</sup>	Grayson	Language Arts	Language Arts		Language Arts	TI Reading Group A 12:25 – 12:55	Language Arts
	Troy	Social Studies	Social Studies		Social Studies		Social Studies
	West	Mathematics	Mathematics		Mathematics		Mathematics
	Harper	Science	Science		Science		Science
C 7 <sup>th</sup>	Richards	Specials  TI Reading Group A 8:00 – 8:35  TI Reading Group B 8:40 – 9:10	Language Arts		Language Arts	TI Reading Group B 1:05 – 1:35	Language Arts
	Grimm		Social Studies		Social Studies		Social Studies
	Storm		Math		Math		Math
	Walters		Science		Science		Science
D 7 <sup>th</sup>	Rogers		Language Arts	Language Arts	Lunch 11:40 – 12:20	Language Arts	Language Arts
	Blake		Social Studies	Social Studies		Social Studies	Social Studies
	Stark		Mathematics	Math TI PI		Mathematics	Mathematics
	Van Dyne		Science	Science		Science	Science
E 8 <sup>th</sup>	Summers	Language Arts	Specials  TI Reading Group A 9:15 – 9:45  TI Reading Group B 9:55 – 10:25	Language Arts		Language Arts	Language Arts
	Grey	Social Studies		Social Studies		Social Studies	Social Studies
	McCoy	Math		Math TI PI		Math	Math
	Worthington	Science		Science		Science	Science
F 8 <sup>th</sup>	Parker	Language Arts		Language Arts		Language Arts	Language Arts
	Murdock	Social Studies		Social Studies		Social Studies	Social Studies
	Danvers	Math		Math		Math	Math
	Drew	Science		Science		Science	Science

#### Minimum amount of time

Pull-Out: Three 20 minute periods/wk. Classes do not need to meet every day. Consistent and consecutive

Push-In: Intervention daily in mathematics classroom.

# ESEA For LEAs

## PROVIDER OF SERVICES

### Provider of Services

Title I Targeted Assistance interventions may only be provided to Title I students and provided by staff supported by Title I funds. *Time and effort logs must be kept by all Title I staff – especially if the staff members do not spend the entire day servicing Title I students.*

### Title I Teacher

Reading	Mathematics
<ul style="list-style-type: none"><li>• Highly Qualified with a Reading Endorsement<ul style="list-style-type: none"><li>○ Teachers who provide interventions or instruct a designated class in reading must have a reading endorsement.</li><li>○ If an elementary teacher is providing Title I services beyond school hours (e.g. <i>before or after school, summer school</i>), they must have a reading endorsement.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Highly Qualified in Math<ul style="list-style-type: none"><li>○ <b>Grades K-6:</b> An elementary school teacher providing Title I interventions in mathematics must pass the AEPA for Middle School Mathematics in order to be considered highly qualified.</li><li>○ <b>Grades 7-12:</b> A teacher providing Title I services in mathematics must meet the highly qualified requirements for instructing mathematics.</li></ul></li></ul>

### Title I Paraprofessional

Responsibilities	Restrictions
<ul style="list-style-type: none"><li>• Works in close proximity with the teacher and specific students.</li><li>• Reinforces skills and oversees learning activities.</li><li>• Has specific functions outlined in a written plan that supplements what the classroom teacher instructs in the regular classroom.</li></ul>	<ul style="list-style-type: none"><li>• Must be supervised by a highly qualified teacher.</li><li>• Does not make judgment calls or evaluations.</li><li>• Does not discuss student achievement with parents.</li><li>• Does not provide homework help.</li><li>• Does not teach new material.</li><li>• Does not act as an assistant to the teacher.</li><li>• Does not work with the Title I student all day.</li></ul>

# ESEA For LEAs

## SUPPLEMENT NOT SUPPLANT

Title I Targeted Assistance schools must ensure that services by Title I personnel, regardless of the model of delivery used, are supplemental. Students must receive primary instruction in all subjects from the regular classroom teacher.

The supplementary services the Title I teacher provides exists solely to give the academic at risk student more opportunities for instruction than the regular education provides. Therefore funds may not be used as general aid to the regular classroom.

Below will give an idea of what the Title I teacher can and cannot do in delivering these services:

### ***Title I teachers CAN...***

### ***Title I teachers CANNOT...***

Provide additional services to Title I students after a reading group finishes with the classroom teacher	Take a reading group and instruct on a <i>regular basis</i> . (this refers to instructing during the regular class)
Work closely with classroom teachers so Title I instruction is aligned to classroom instruction.	Team teach on a <i>regular basis</i> with another Title I staff member
Incidentally include a non-Title I student in a small group setting but only <i>occasionally and randomly</i> .	Work with non-Title I students on a <i>regular basis</i> .
Provide an <i>occasional</i> demonstration lesson to the whole class.	Take the whole class while the teacher leaves or substitute for another teacher.
Allow non-Title I students <i>who pay a fee</i> to attend a Title I sponsored summer school.	Service <i>all</i> students in a summer school program funded with Title I funds.
Distribute Progress Reports to parents.	Be the classroom teacher of record in any subject.
May be used as subs in case of an emergency if a substitute teacher or a non-Title I teacher is unavailable.	May not be paid out of Title I funds for that day or period they substitute. Also, it should not be policy to the use the Title I teacher as a sub if it means cancelling Title I classes for the day.

# ESEA For LEAs

## TITLE I STAFF DUTIES

Title I Teacher	Title I Paraprofessional
Holds caseload of all Title I students.	Provides instructional support for the Title I teacher. Paraprofessionals <u>may not</u> have their own caseload of students.
Pulls out or assists students in the classroom with supplementary instruction beyond the classroom instruction.	Provides further reinforcement of skills as prescribed by the Title I teacher. Title I paid paraprofessionals <u>cannot</u> be used as a classroom aide.
Pre-teaches or re-teaches vocabulary words or math concepts to be covered.	Reinforces vocabulary words covered by the Title I teacher and assists in skills that aid in understanding the math concepts as prescribed by the Title I teacher.
Evaluates the progress of all Title I students and designs and prepares student progress reports.	Tabulates results of student assessments and files records for the Title I teacher, assists in typing up progress reports, and sending them to parents.
Prescribes the lessons that the student will work on during the Title I time.	Supervises students as they complete lessons delivered by the Title I teacher (in the same room) meets individually with specific Title I students.
Performs all student selection requirements including testing and making the final lists of students selected for Title I participation.	Assists the Title I teacher in the student selection process by tabulating results, putting together parent permission slips, compacts, and other information to send home for identified students. Paraprofessionals may not administer tests, but certainly could provide supervision while tests are being completed.
Schedules the parent meeting, writes up the parent survey, and finds parent-training tools.	Paraprofessionals under the federal law, may do all of these duties if hired as a parent coordinator or liaison.
Schedules the annual review meeting, coordinates the meeting, and communicates with parents regarding its results.	Assists in typing up material and in making other preparations for the annual review meeting, administers staff and parent surveys for the meeting, and possibly communicates with parents regarding results.
Communicates regularly with classroom teachers regarding classroom instruction and needs of Title I students. Title I teachers should keep written documentation of this communication.	Paraprofessionals should be included in discussions regarding classroom instruction, but should not have the sole responsibility of communication with teachers. They could be in charge of keeping files on communication with teachers.
Develops Title I lesson plans for self and paraprofessionals.	Title I teachers should be meeting with paraprofessionals to discuss what materials will be worked on in the lesson plans each week to make sure that paraprofessionals are familiar with lessons and assignments so that they may provide adequate guidance to Title I students.

# ESEA For LEAs

## STUDENT EVALUATION PLAN

### Student Progress and Achievement

The purpose behind a Title I program is for the student to reach a self-sustaining level where he has the capacity to continue to grow, learn, and succeed with the least amount of academic intervention required. Therefore, an exit strategy needs to be devised to determine when a student has displayed the ability to succeed independently.

Eligibility / Participation	Pre-Test	Program	Post-Test (Exit Plan)
Set rank order criteria  Determines who qualifies for and receives Title I services.	Diagnostic assessment  Standards-based / developmental / age appropriate  Determines the student's level of knowledge and understanding of key academic concepts.	Formative assessment  Supplemental to classroom instruction  Charts student progress.	Summative assessment  Evaluates student achievement  Determines the next steps regarding the individual student.

### Benchmark Testing

Benchmarks should be set quarterly and per semester to determine whether students are meeting state academic standards in a timely manner. Each quarter and semester should have a set of standards to address that will both introduce key academic concepts to students and allow enough time for students to master key concepts and skills within the school year.

Grade 3 Reading	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.



# ESEA For LEAs

## TITLE I TARGETED ASSISTANCE PROGRAM

What is your Title I Targeted Assistance Program?

--

Guiding Questions	Plan
Who receives academic intervention?	
Who provides the intervention?	
What interventions are be provided?	
Where is the intervention provided?	
When is the intervention provided?	
How is the intervention provided?	
Why is this intervention the most effective method for the school and student population?	
How is student achievement and progress assessed, monitored, and evaluated?	

# ESEA For LEAs

## TITLE I TIMELINE

Create a timeline to plan out the timeframe for instruction, assessment, evaluation, and professional development. The entries should include the action steps for your Title I Plan.

Gather data Conduct needs assessment. Create initial eligibility list. Place TA interventions in master schedule	Add newly enrolled students into eligibility list. (ongoing) Assess new students without information to determine if interventions are needed. (ongoing) Provide training to teachers (Title I, PD, homeless,). Distribute participation list to teachers. Pre-test eligible students. Conduct Title I meeting for parents. Organize Title I Committee.	Benchmark testing Conduct Title I Committee meeting. Monitor student progress. Parent engagement event Professional development	Benchmark testing Monitor student progress. Parent engagement event Title I Megaconference	<b>Semester progress report</b> Post-test students. Conduct Title I Committee meeting. Evaluate program with staff, parents, and committee. Monitor and adjust Title I program for 2 <sup>nd</sup> semester if necessary.	<b>Semester progress report</b> Post-test students. Conduct Title I Committee meeting. Evaluate program with staff, parents, and committee. Monitor and adjust Title I program for 2 <sup>nd</sup> semester if necessary.	Benchmark testing Conduct Title I Committee meeting. Monitor student progress. Parent engagement event Professional development	<b>Quarter progress report</b> Benchmark testing Reevaluate student qualification for interventions Parent engagement event Professional development	<b>Quarter progress report</b> Benchmark testing Reevaluate student qualification for interventions Parent engagement event Professional development	Benchmark testing Monitor student progress. Parent engagement event	<b>Semester progress report</b> Post-test students. Conduct Title I Committee meeting. Conduct end-of the year Title I parent meeting Evaluate program effectiveness with staff, parents, students, community.
<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May / June</b>
AIMS Test scores released			AIMS HS retakes: Writing Reading Math		End 1 <sup>st</sup> Semester		AIMs HS Writing AIMS HS Reading		AIMS HS Math AIMS HS Science AIMS Reading (3-8) AIMS Math (3-8) AIMS Writing (5-7) STAN 10 (2 <sup>nd</sup> Grade) STAN 10 (9 <sup>th</sup> grade)	HS Finals MS Finals

# ESEA For LEAs

## CREATING THE CONTINUOUS IMPROVEMENT PLAN

### Continuous Improvement Plan

The Continuous Improvement Plan establishes the framework to carry out the overall philosophy of ESEA. It describes comprehensive planning that includes supplemental service delivery across multiple programs, utilizes resources effectively, and avoids duplication.

**All LEAs are required to complete and submit the Continuous Improvement prior to having their Title I fiscal application reviewed and approved.**

### *ESEA Goals of the Continuous Improvement Plan*

#### **1. Teaching for the Learning Environment**

*The unified direction of the LEA, how the LEA supports the continuous improvement process, and lays the groundwork for coherence and alignment among the goals and strategies within the LEA CIP.*

##### **a. Academic Proficiency in Reading/Language Arts**

*All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in reading/language arts by 2013-2014.*

##### **b. Academic Proficiency in Reading/Language Arts**

*All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in mathematics by 2013-2014.*

#### **2. Teacher Effectiveness**

*By 2013, provide all students with access to effective teachers and principals through equitable distribution and high quality professional learning opportunities in order to close achievement gaps.*

#### **3. Proficiency in English for English Language Learners**

*All English Language Learners will become proficient in English.*

#### **4. High School Graduation**

*All students will graduate from high school.*

#### **5. Parent Involvement**

*All schools will increase effective parent and family involvement.*

#### **6. Technology**

*Students will be technology literate in the areas of telecommunications/internet, word processing, multimedia presentations, and the social/ethical aspects of technology.*

# ESEA For LEAs

## STRUCTURE OF THE LEA CONTINUOUS IMPROVEMENT PLAN



The Continuous Improvement Plan consists of SMART Goals, Strategies, and Action Steps based upon the results of the Comprehensive Needs Assessment.

The SMART goals, which are Strategic (and specific), Measurable, Attainable, Results-based, and Time-bound, are required to correspond with *all* of the overarching goals established by NCLB to be reached by 2013-2014.

Each goal in the Continuous Improvement Plan includes an LEA-level SMART goal, at least one strategy for each goal, and at least one action step for each strategy

# ESEA For LEAs

## TITLE I TARGETED ASSISTANCE PLANS

A Title I Targeted Assistance for a single site LEA is structured based upon the following strategy topics:

- **Interventions for Struggling Students**
- **Strengthen Instruction for Title I Targeted Assistance Students**
- **Data Driven Decision Making**
- **Coordinated Services**
- **Plan Development, Implementation, and Evaluation**

<i>Single Site LEAs</i>	<i>Multi-Site LEAs</i>
<i><b>The LEA Continuous Improvement Plan serves as the Title I Targeted Assistance Plan.</b> A single site Local Educational Agency implementing a Title I Targeted Assistance Program must include and address these strategy topics into the SMART goals, strategies, and action steps of the LEA Continuous Improvement Plan.</i>	<i><b>Individual site-based Title I Targeted Assistance plans must be completed by the site-based leaders.</b> Site based administrators should align site based goals to the LEA goals. Site based administrators may also implement LEA strategies and action steps as well as strategies and action steps specific to their individual school to address school goals.</i>

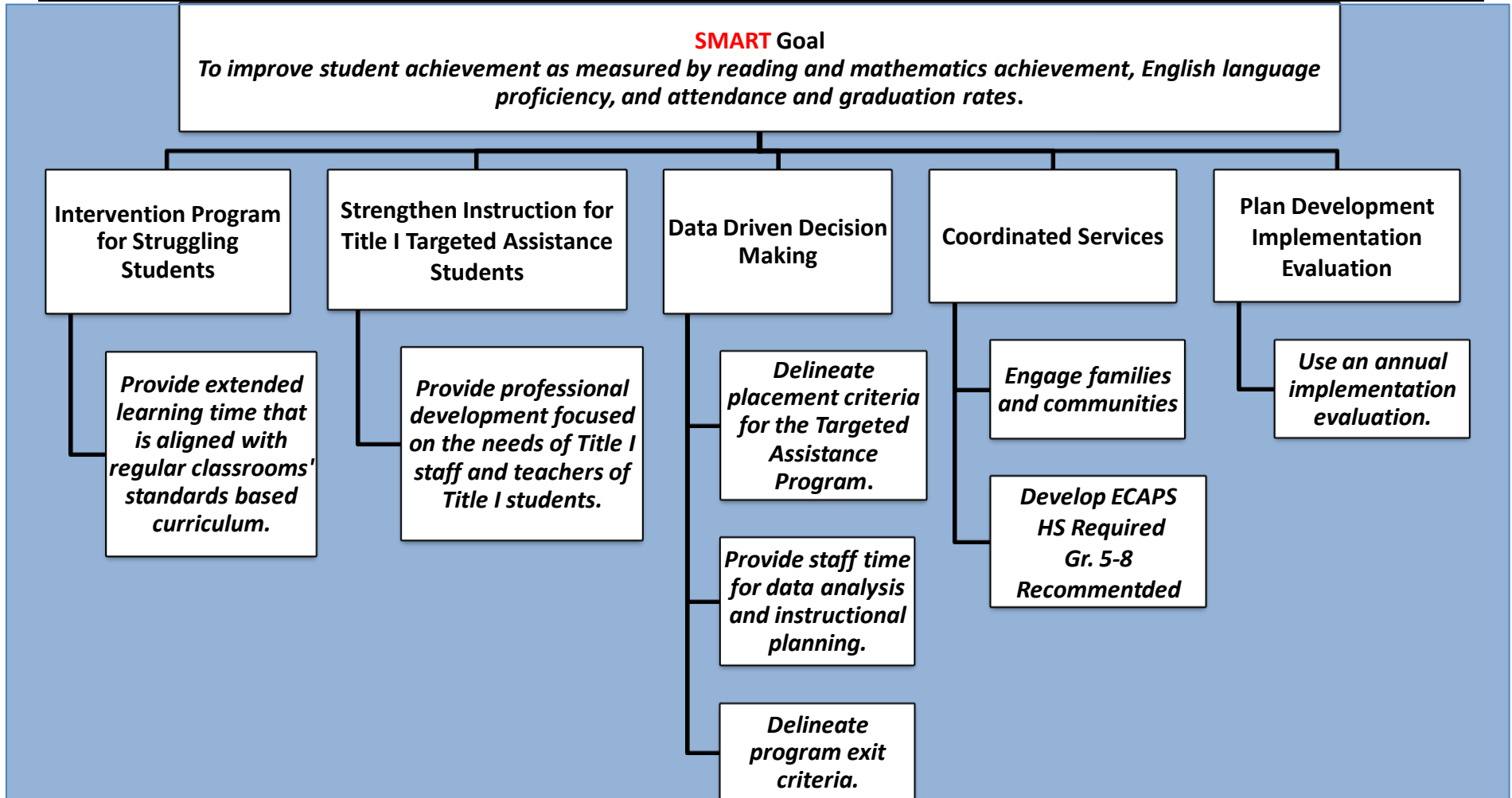
### **Title I Schools with a Targeted Assistance Program**

The site-based Targeted Assistance Plan should be structured in the following manner and address the following topics:

- **Intervention Program for Struggling Students:** How does a school provide extended learning time that is aligned with regular classrooms' standards-based curriculum?
- **Strengthen Instruction for Title I Targeted Assistance Students:** What professional development focused on the needs of Title I students does the school provide to Title I staff and teachers of Title I students?
- **Data Driven Decision Making:** How does the school delineate placement criteria for its Targeted Assistance Program? How does the school provide staff time for data analysis and instructional planning? How does the school delineate program exit criteria?
- **Coordinated Services:** How does the school engage families and communities? How do high schools (as well as grades 5-8) use ECAPs as a strategy to address college and career readiness?
- **Plan Development, Implementation, and Evaluation:** How does the school use annual implementation evaluation to measure progress and performance?

# ESEA For LEAs

## STRUCTURE OF THE SITE BASED TITLE I TARGETED ASSISTANCE PLAN



Schools in a multi-site LEA implementing a Title I Targeted Assistance Program must submit individual Title I Targeted Assistance Plans that state SMART goals, strategies, and action steps. Plans should be completed by the site administrator.

# ESEA For LEAs

## SMART GOALS

### What are **SMART** Goals?

**Strategic and Specific:** Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

**Measurable:** Uses specific instruments or tools to measure impact, progress, and success.

**Attainable:** Targeted objectives are doable and realistic without being uninspiring.

**Results Based:** Describes a specific outcome in terms of student learning/achievement results.

**Time Bound:** Specifies when the goal will be accomplished or measured to determine impact.

### **SMART** Goal Measurement Statement

*[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].*

<b>What</b>	The target population or subgroup
<b>Who</b>	The focus of the goal
<b>Measurement</b>	The target assessment objective written as a quantifiable action (e.g. increase, decrease, maintain). The measurement should include the current results and the annual measurable objective (AMO).
<b>Evidence/Tool</b>	The measurement tool or evidence used to gauge success
<b>Timeframe</b>	The current academic year

### EXAMPLES

*Reading proficiency for students in grades 3-8 will increase from 57% to 79% or more based upon performance on the AIMS Reading exam during the 2011-2012 academic year.*

*Graduation rate for the Class of 2012 will increase from 90% to 95% or more based upon successful completion of LEA graduation requirements during the 2011-2012 academic year.*

# ESEA For LEAs

## Example

Create SMART Goals based on the data below using the SMART Goal Measurement Statement sentence structure.

Goal Topic	Desired Results (What Should Be)	–	Current Results (What Is)	=	Need (Gap Analysis)
Academic Proficiency in Reading	79% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts.		55% of students in Grades 3-8 attain reading proficiency. <ul style="list-style-type: none"> <li>20% of English Language Learners attain reading proficiency.</li> <li>15% of students with disabilities attain reading proficiency.</li> <li>30% of Free and Reduced Lunch Program students attain reading proficiency.</li> </ul>		24% of students in grades 3-8 not attaining reading proficiency or better. <ul style="list-style-type: none"> <li>English Language Learners = 59%</li> <li>Students w disabilities = 64%</li> <li>FRLP = 49%</li> </ul>

### All Students

What	
Who	
Measurement	Current results: AMO:
Evidence/Tool	
Timeframe	

[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe]

### Students with Disabilities

What	
Who	
Measurement	Current results: AMO:
Evidence/Tool	
Timeframe	

[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].

### English Language Learners (ELL)

What	
Who	
Measurement	Current results: AMO:
Evidence/Tool	
Timeframe	

[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].

### Free and Reduced Lunch Students

What	
Who	
Measurement	Current results: AMO:
Evidence/Tool	
Timeframe	

[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].



# ESEA For LEAs

## SMART GOALS FOR THE CONTINUOUS IMPROVEMENT PLAN

- Based upon the results of the Comprehensive Needs Assessment, identify the target objectives for the LEA's Continuous Improvement Plan for the current academic year in the tables.
- Create SMART Goal statements with the appropriately identified information using the SMART Goal sentence frame.

### 1. a. Reading/Language Arts

What	
Who	
Measurement	
Evidence/Tool	
Timeframe	

[**What**] for [**who**] will [**measurement**] based upon [**evidence/ tool**] during the [**timeframe**].

### b. Mathematics

What	
Who	
Measurement	
Evidence/Tool	
Timeframe	

[**What**] for [**who**] will [**measurement**] based upon [**evidence/ tool**] during the [**timeframe**].

### 2. Teacher Effectiveness

What	
Who	
Measurement	
Evidence/Tool	
Timeframe	

[**What**] for [**who**] will [**measurement**] based upon [**evidence/ tool**] during the [**timeframe**].

### 3. Proficiency for English Language Learners

What	
Who	
Measurement	
Evidence/Tool	
Timeframe	

[**What**] for [**who**] will [**measurement**] based upon [**evidence/ tool**] during the [**timeframe**].

# ESEA For LEAs

## 4. High School Graduation

What	
Who	
Measurement	
Evidence/Tool	
Timeframe	

*[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].*

## 5. Parental Involvement

What	
Who	
Measurement	
Evidence/Tool	
Timeframe	

*[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].*

## 6. Technology

What	
Who	
Measurement	
Evidence/Tool	
Timeframe	

*[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].*

# ESEA For LEAs

## STRATEGIES / ACTION STEPS

### Strategies

- ✓ Are written as a logical organized statement beginning with a verb. (e.g., implement, utilize, provide, etc.)
- ✓ Work toward meeting the targeted assessment objective of the SMART Goal.
- ✓ Are supported by Scientifically Based Research.
- ✓ Impact change LEA-wide or for a specific subgroup of students.
- ✓ Are realistic, practical, and able to be accomplished during the given timeframe.

Each SMART Goal must have strategies that detail the actions and steps the school will implement. Strategies need to be action oriented and systematic enough to affect schoolwide change over the course of the period of time designated in the SMART Goal.

Strategy Topic	Required Components for Title I TA Plan
<b>Intervention program for struggling students</b>	<i>Extended learning time</i> <i>Aligned with regular classrooms' standards-based curriculum</i> <i>Interventions for reading and mathematics</i>
<b>Strengthen instruction for all students</b>	<i>Focused PD based on needs of Title I staff and teachers of Title I students</i> <i>Instruction by Highly Qualified (HQ) Teachers</i> <i>Equitable distribution of teachers</i> <i>Job Embedded Professional Development</i>
<b>Data Driven Decision Making</b>	<i>Placement criteria for TA program (rank order)</i> <i>Time for data analysis and instructional planning</i> <i>Program exit criteria</i>
<b>Coordinated and Comprehensive Services</b>	<i>Parent and family engagement required</i> <i>Transition Programs</i> <i>Develop and implement E-Caps</i>
<b>Plan, Implement, Evaluate</b>	<i>Annual assessment and evaluation</i>

# ESEA For LEAs

## Action Steps

- ✓ *Are clearly stated intentions, succinctly written, beginning with a verb*
- ✓ *State how the strategy will be implemented: when, who, how and with what resources*
- ✓ *Are specific and doable within the established timeframe*
- ✓ *Must include an evaluation of the implementation of the strategy*

Action steps are the systematic and sequential tasks the school will complete to plan, develop, and implement the Targeted Assistance Plan that supports the education program. Action steps should be listed in the order of occurrence and identify the individual/group responsible for executing the action. Evaluation should be included as an action step for each strategy supporting the SMART Goal to measure the effectiveness of the plan formatively and cumulatively (summative).

Action Step	Purpose
Planning	This establishes the intent of the strategy to meet the goal.
Development	This details the process in which the strategy will be implemented as part of the Targeted Assistance reform over the course of the designated academic year
Implementation	This identifies the different stages of the strategy over the course of the school year. This may consist of numerous stages and tasks.
Evaluation	This determines the effectiveness of the strategy and determines whether modification.
Responsible Person	This assigns responsibilities and duties to members of the school community.
Timeframe	This establishes the timeline when the steps and tasks related to the strategy will take place over the course of the academic year.

# APPENDIX

# ESEA For LEAs

## COMPREHENSIVE NEEDS ASSESSMENT SURVEY

1. Copy, paste, and save the next two pages as a separate document.
2. Click the [blue hyperlink](#) to go to the [Standards and Rubrics for School Improvement](#).
3. Evaluate each standard with the following criteria:

3	The school demonstrates exceptional performance in this area.
2	The school demonstrates functional performance in this area.
1	The school demonstrates limited performance in this area.
0	The school demonstrates little to no performance in this area.

4. Provide comments to support the evaluation.
5. Save the survey to the hard drive.

### [Standard 1: School and District Leadership Capacity](#)

Indicator	Level of Performance	Comments
<a href="#">1.1</a>		
<a href="#">1.2</a>		
<a href="#">1.3</a>		
<a href="#">1.4</a>		
<a href="#">1.5</a>		
<a href="#">1.6</a>		
<a href="#">1.7</a>		
<a href="#">1.8</a>		
<a href="#">1.9</a>		
<a href="#">1.10</a>		
<a href="#">1.11</a>		
<a href="#">1.12</a>		
<a href="#">1.13</a>		

### [Standard 2: Curriculum, Instruction, and Professional Development](#)

Indicator	Level of Performance	Comments
<a href="#">2.1</a>		
<a href="#">2.2</a>		
<a href="#">2.3</a>		
<a href="#">2.4</a>		
<a href="#">2.5</a>		
<a href="#">2.6</a>		
<a href="#">2.7</a>		
<a href="#">2.8</a>		
<a href="#">2.9</a>		
<a href="#">2.10</a>		
<a href="#">2.11</a>		
<a href="#">2.12</a>		
<a href="#">2.13</a>		
<a href="#">2.14</a>		
<a href="#">2.15</a>		

# ESEA For LEAs

## Standard 3: Classroom and School Assessments

Indicator	Level of Performance	Comments
<a href="#">3.1</a>		
<a href="#">3.2</a>		
<a href="#">3.3</a>		
<a href="#">3.4</a>		
<a href="#">3.5</a>		
<a href="#">3.6</a>		
<a href="#">3.7</a>		
<a href="#">3.8</a>		

## Standard 4: School Culture, Climate, and Communication

Indicator	Level of Performance	Comments
<a href="#">4.1</a>		
<a href="#">4.2</a>		
<a href="#">4.3</a>		
<a href="#">4.4</a>		
<a href="#">4.5</a>		
<a href="#">4.6</a>		
<a href="#">4.7</a>		
<a href="#">4.8</a>		
<a href="#">4.9</a>		
<a href="#">4.10</a>		
<a href="#">4.11</a>		

## Standard 5: Resource Management

Indicator	Level of Performance	Data Source/Evidence
5.1		
5.2		
5.3 A		
5.3 B		
5.4		
5.5		
5.6 A		
5.6 B		

***Click the box and check which stakeholder group you represent.***

☐

**Certified**

☐

**Administration**

# ESEA For LEAs

## PERFORMANCE INDICATORS FOR RESOURCE MANAGEMENT<sup>5</sup>

Click on the hyperlink above to return to the [Resource Management Assessment](#).

LEVEL OF PERFORMANCE				
Indicator	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below
	Exemplary Development or Implementation	Fully Functional Development or Implementation	Limited Development or Implementation	No Evidence of Development or Implementation
<b>5.1</b>  <b>Allocation of Resources</b>	The school appropriately allocates sufficient resources -- including time, personnel, funding, and technology -- and utilizes many funding sources to support the school's instructional goals of high student achievement.	The school allocates sufficient resources -- including personnel -- and utilizes some funding sources to support the school's instructional goals of high student achievement.	The school allocates some resources and utilizes some funding sources to support the school's instructional goals of high student achievement.	The school does not appropriately allocate resources to support the school's instructional goals of high student achievement.
<b>5.2</b>  <b>Budget Process</b>	The school has a well-documented and clearly communicated budget process resulting in budget allocations that are adjusted annually to meet student achievement needs.	The school has a well-documented budget process resulting in budget allocations that are adjusted annually to meet student achievement needs.	The school has a well-documented budget process.	The school does not have a clearly documented budget process.
<b>5.3 A</b>  <b>Review of Budget Process</b>	The school uses an annual review process to determine the cost-effectiveness of nearly all programs, initiatives, and activities based on student performance data and the needs of all student populations.	The school uses a review process to determine the cost-effectiveness of most programs, initiatives, and activities based on student performance data and the needs of all student populations.	The school uses a review process to determine the cost-effectiveness of some programs, initiatives, and activities but is not necessarily based on student performance data and the needs of all student populations.	The school does not review the cost-effectiveness of some programs, initiatives, and activities to ensure support of all student populations.
<b>5.3 B</b>  <b>Assessment of Budget Process</b>	The school regularly assesses the effectiveness and efficiency of its financial and capital assets and can meet reasonable changes and unexpected events.	The school regularly assesses the effectiveness and efficiency of its financial and capital assets.	The school occasionally assesses the effectiveness and efficiency of its financial and capital assets.	The school does not assess the effectiveness and efficiency of its financial and capital assets.

<sup>5</sup> Modified from the *Standards and Rubrics for LEA Improvement* (2007 Edition) to assess resources at the site level.



# ESEA For LEAs

LEVEL OF PERFORMANCE				
Indicator	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below
	Exemplary Development or Implementation	Fully Functional Development or Implementation	Limited Development or Implementation	No Evidence of Development or Implementation
5.4  Fiscal Support	The school constantly seeks, coordinates, and monitors all state and federal grants and other special revenues to support increased student achievement.	The school supports the search for and acquisition of all state and federal grants and other special revenues to support increased student achievement.	The school seeks some additional revenue to support increased student achievement.	The school does not seek some additional revenue to support increased student achievement
5.5  Personnel	The school prioritizes its resources to provide extensive funding for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.	The school provides sufficient funding for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.	The school provides limited funding for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.	The school does not provide funds to account for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.
5.6 A  Teacher Evaluations	The school's evaluation of teachers is directly aligned to the effective delivery of curriculum, instruction, and assessments of student performance, establishing high expectations for teaching and learning.	The school's evaluation of teachers is directly aligned to the effective delivery of curriculum and instruction, and assessments that are aligned to state standards.	The school's evaluation of teachers is loosely aligned to the effective delivery of curriculum, and instruction. Assessments are not necessarily used in evaluations.	The school's evaluation of teachers is not aligned to the effective delivery of curriculum, and instruction. Assessments are not used in evaluations.
5.6 B  Administrator Evaluations	The school's evaluation of appropriately certified administrators is directly aligned to the evidence of exceptional instructional leadership and improved student performance.	The school's evaluation of appropriately certified administrators is directly aligned to the evidence of exceptional instructional leadership and student performance.	The school's evaluation of appropriately certified administrators is loosely aligned to the evidence of instructional leadership. Assessments of student performance are not necessarily used in evaluations.	The school's evaluation of appropriately certified administrators is not aligned to the evidence of instructional leadership .assessments are not necessarily used in evaluations.

# ESEA For LEAs

## RESOURCE MANAGEMENT ANALYSIS

Use the [Resource Management Analysis Guidance](#) to answer the following questions.

Resource	What resources does the school have that will support the goals?	What resources does the school need in order to meet the school's goals?	Is the school utilizing all of its existing resources to their fullest potential?	What resources could the school invest in that will produce the best results?
Fiscal				
Personnel				
Time				
Instructional Materials				
Technology				
Community				

# ESEA For LEAs

## COMPREHENSIVE NEEDS ASSESSMENT RESULTS<sup>6</sup>

Click the icon below to access the Comprehensive Needs Assessment spreadsheet based on the the [Standards and Rubrics for School Improvement](#). Record the results of the returned [Comprehensive Needs Assessment Survey](#). Include sources of data, evidence, or examples.



Comprehensive Needs  
Assessment

### Instructions Worksheet

Enter the date, school name, LEA Name, and CTDS number.

### Certified Worksheet

Add/delete columns to reflect the number of certified staff members on the school staff. Keep the responded as anonymous. Cut and paste the responses from each individual respondent's survey under the certified column. The final columns will average the responses for each standard from the *Standards and Rubric for School Improvement*. Add comments from respondents to serve as qualitative data.

### Administration Worksheet

Add/delete columns to reflect the number of administrative staff members on the school staff. Keep the responded as anonymous. Cut and paste the responses from each individual respondent's survey under the certified column. The final columns will average the responses for each standard from the *Standards and Rubric for School Improvement*. Add comments from respondents to serve as qualitative data.

3	The school demonstrates exceptional performance in this area.
2	The school demonstrates acceptable/adequate performance in this area.
1	The school demonstrates a need for growth in this area.
0	The school demonstrates a need for improvement in this area.

Standard 1	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Total	Exceeds	Meets	Approaches	Falls Far Below
School and District Leadership Capacity											
<a href="#">1.1</a>	1	1	1	2	2	0	1	0	2	3	1
<a href="#">1.2</a>	3	2	3	3	3	3	3	5	1	0	0
<a href="#">1.3</a>	3	1	1	2	2	2	2	1	3	2	0

### Final Results Worksheet

The results of the responses for each group will total on this page. Cut and paste responses under comments. Type in conclusions.

# ESEA For LEAs

## SCHOOL DATA ANALYSIS

Categorize the results of the comprehensive needs assessment by strengths (meets/exceeds), areas for growth (approaches), and areas for improvement (falls far below). Click the hyperlink to return to the [Analyzing the Data](#) page.

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
Leadership Capacity			
Curriculum, Instruction, and Professional Development			
Assessments			
Culture, Climate, and Communication			
Resource Management			

# ESEA For LEAs

## NEEDS PRIORITY LIST

List the five areas with the lowest levels of performance for each standard as determined by the school's needs assessment with the [Standards and Rubrics for School Improvement](#). Click the hyperlink to return to the [Prioritizing Needs](#) page.

Need Category	Data Sources
Leadership Capacity	
Curriculum, Instruction, and Professional Development	
Assessments	
School Culture, Climate, and Communication	
Resource Management	

# ESEA For LEAs

## COMPREHENSIVE NEEDS ASSESSMENT TABLE<sup>7</sup>

Use the information and data in this table and the [Prioritized Needs](#) according to the results of the [Standards and Rubrics for School Improvement](#) to establish the SMART goals, strategies, and action steps of the [Site Based Title I Targeted Assistance Plan](#). Click the hyperlink to return to the [Comprehensive Needs Assessment Formula](#).

GOAL TOPIC	DESIRED RESULTS (What Should Be)	CURRENT RESULTS <sup>8</sup> (What Is)	NEED (Gap Analysis)
<b>Academic Proficiency in Reading</b>	<b>ESEA</b>	<b>AMO (%)<sup>9</sup></b>	
		3	
		4	
		5	
		6	
		7	
		8	
		HS	
	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.		
<b>Academic Proficiency in Mathematics</b>			
		3	
		4	
		5	
		6	
		7	
		8	
		HS	
	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in mathematics by 2013-2014.		
<b>Teacher Effectiveness</b>	By 2013, provide all students with access to effective teachers and principals through equitable distribution and high quality professional learning opportunities in order to close achievement gaps.		
<b>Proficiency for ELLS</b>	All English Language Learners will become proficient in English.		
<b>High School Graduation</b>	All students will graduate from high school.		
<b>Parent Involvement</b>	All schools will increase effective parent and family involvement.		

<sup>7</sup> This document may be submitted as evidence in ALEAT for Cycle 4: C4-07 (LEA Continuous Improvement Plan), C4-31 (Schoolwide Plan Development).

<sup>8</sup> Click the Excel icons to activate the Current Results and Gap Analysis Spreadsheet. Enter the current AIMS exam results for each grade level and subgroup.

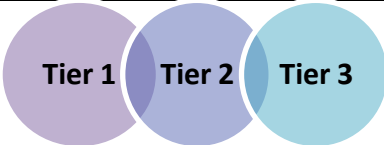
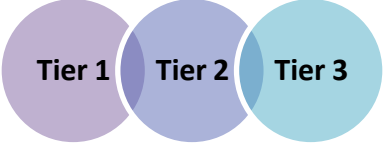
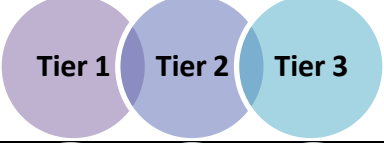

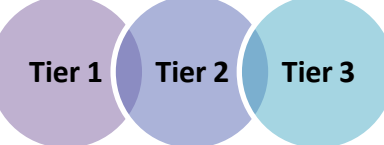
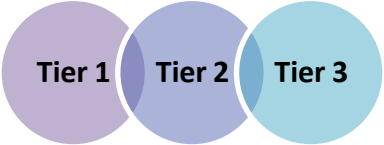
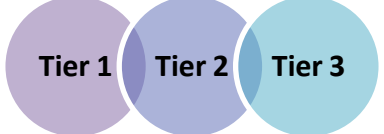
<sup>9</sup> Click the hyperlink [AMO](#) and go to page 25 of the [State of Arizona Consolidated State Application Accountability Workbook](#) to view the current academic year's Annual Measurable Objectives per grade level. You may also use the Microsoft Excel link to calculate the Gap Analysis based upon grade level and Subgroups.

# ESEA For LEAs

## TIERED INTERVENTION

Benchmark					
Grade	Tier 3	Tier 2	Tier 1		
	Falls Far Below	Approaches	Meets	Exceeds	Passing
Average					

Adjust the circles to reflect the tier that has the most students.

Grade	Tiered Intervention
	
	
	
	
	
	
School (Average)	

# ESEA For LEAs

## TITLE I TIMELINE

Create a timeline to plan out the timeframe for instruction, assessment, evaluation, and professional development. The entries should include the action steps for your Title I Plan. Click the hyperlink to review how to enter actions in the [Title I Timeline](#).

				Check Title I Plan.		Check Title I Plan		Check Title I Plan.		
July	August	September	October	November	December	January	February	March	April	May / June
AIMS Test scores released			AIMS HS retakes: Writing Reading Math		End 1 <sup>st</sup> Semester		AIMS HS Writing AIMS HS Reading		AIMS HS Math AIMS HS Science AIMS Reading (3-8) AIMS Math (3-8) AIMS Writing (5-7) STAN 10 (2 <sup>nd</sup> Grade) STAN 10 (9 <sup>th</sup> grade)	HS Finals MS Finals



# ESEA For LEAs

## BENCHMARK AND ASSESSMENT MAP

Enter the information in the tables below. Benchmarks may be the state academic standards. Assessments should be the tool used to measure student achievement. You may write over the writing already in each box.

Kindergarten	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>
<b>Assessment</b>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>
Grade 1	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>
<b>Assessment</b>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>
Grade 2	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>	<i>Set benchmark standards for students to master.</i>
<b>Assessment</b>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>	<i>Identify the tool used to measure student achievement.</i>

# ESEA For LEAs

Grade 3	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.
Grade 4	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.
Grade 5	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.
Grade 6	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.

# ESEA For LEAs

Grade 7	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.
Grade 8	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.
Grade 9	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.
Grade 10	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Benchmark</b>	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.	Set benchmark standards for students to master.
<b>Assessment</b>	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.	Identify the tool used to measure student achievement.

# ESEA For LEAs

## EVALUATION PLAN

Eligibility / Participation	→ Pre-Test	→ Program	→ Post-Test (Exit Plan)

# ESEA For LEAs

## RESOURCES

### Title I — Improving the Academic Achievement of the Disadvantaged

This is the webpage on Title I for the U.S. Department of Education.

**Link:** <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

### Four Pillars of ESEA

This webpage explains the four pillars of the Elementary and Secondary Education Act of 1965.

**Link:** <http://www2.ed.gov/nclb/overview/intro/4pillars.html>

### LEA Grants and School Improvement (Title I)

This webpage is for the Title I Department of the Arizona Department of Education.

**Link:** <http://www.ade.az.gov/asd/Title1/>

### Standards and Rubrics for School Improvement

This PDF form contains the rubric and assessment schools use to conduct their needs assessment.

**Link:** <http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>

### Guidelines to Determine Eligible Students Form

This PDF form contains the Income Guidelines for determining eligibility information for federal funding associated with programs funded under the Elementary and Secondary Education Act of 1965. Please have the student's parent or guardian complete at the time of enrollment.

**Link:** <http://www.ade.az.gov/asd/nclblibrary/GuidelinesToDetermineEligibleStudents2009-2010.pdf>

### Parent Engagement

This webpage is on the Parent Engagement requirements for Title I the Arizona Department of Education.

**Link:** <http://www.ade.az.gov/asd/Title1/parent.asp>

### Arizona's Model for Identifying Highly Qualified Teachers and Paraprofessionals

This webpage outlines the highly qualified requirements for the Arizona Department of Education.

**Link:** <https://www.azed.gov/asd/hqtp/>

### Title I Paraprofessional Information

This webpage outlines the highly qualified requirements for Title I paraprofessionals the Arizona Department of Education.

**Link:** <https://www.azed.gov/asd/hqtp/parapro.asp>